

**Summer Institute on China  
Experiencing the Evolution of Chinese Language and Culture  
from the Center**

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**A Fulbright-Hays Group Projects Abroad Proposal**

**PROJECT NARRATIVE**

**October 25, 2010**

**Submitted by:**

**The Committee of 100**

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**Fulbright-Hays Group Projects Abroad Program FY 2011  
Short-Term Seminar Project**

**Summer Institute on China**

Experiencing the Evolution of Chinese Language and Culture from the Center

*Proposal Submitted by the Committee of 100*

**1. Plan of Operation**

**Rationale and Need for This Project**

The success of students in the United States depends on their ability to access and use tools for living and working in an increasingly global environment that includes interaction with China. These tools include language and culture training as well as understanding the historical and economic connections that the U.S. has with China and other parts of the world. In order to provide this training, teachers in all subject areas need to deepen their knowledge base to include world perspectives in their lesson plans.

This Summer Institute seeks to address the gap in content knowledge that teachers have shown regarding China. Teachers will learn the curriculum development and lesson planning strategies necessary to integrate international content into the state required standards. In 2007, the Committee of 100 partnered with the San Mateo County Office of Education and UC Berkeley to start the first Summer Institute on China for middle school and high school teachers. Of the 18 teacher participants, their knowledge of China was minimal and most teachers had limited travel experience. Two teachers had never been outside the United States, and only two had ever been to China. In interviews, several teachers commented on how difficult it was to teach the California standards related to China because the textbooks offered so little material and this subject was not taught when they were in school. All teachers reported that without this summer institute opportunity, they would never have considered extending their China unit

coverage with the kind of depth they could do after traveling to China and studying with American and Chinese professors during the 3-week Institute. Lack of resources and focus on standardized tests were other reasons given for not covering material on China. On a pre-test about their knowledge of China, all teachers answered fewer than half the questions correctly. Clearly, teachers need resources and incentives to engage their students on a world area that is vitally important to their futures as contributing citizens in a global society.

### **Design of the Project**

Our program is designed to help the K-12 teachers understand China from the longitude and latitude perspectives, namely from the historical past to the present and across the rich cultural diversity among different regions. Linguistically, the evolution of the Chinese writing system (Chinese characters) and the phonological variations reflect the long-standing development of Chinese civilization; and the current regional Chinese dialects reflect enormous diversity of Chinese people's lives, including their captivating heritage. By visiting locations that were considered the centers of activity because of their status as chosen capital cities, teachers will experience the meaning of "zhong" (center) and how the political, economic and cultural changes that occurred over time are reflected in the evolution of the Chinese language.

This program scaffolds the international learning experience for teachers who will develop their research skills to incorporate new content and enable them to translate their firsthand experience with China into meaningful curricula for their students. Additionally, teachers build teacher learning communities as they share the experience with others in their learning group and return to their schools to extend the learning to their school community. During the program, participants will have the opportunity to collect authentic artifacts and primary resource materials. Teachers will engage in multiple modes of learning through

lectures, field trips, in-depth readings, challenging group discussions, and varied multimedia.

The expected teacher outcomes are:

- To bring the world into a standards-based teaching environment;
- To make connections between their community and China in their classroom lesson plans and school community;
- To develop intercultural skills that enhance their teaching of the global dimensions of their subject matter;
- To build a skilled teaching force of “teachers as researchers” that inspires students and other teachers to broaden their perspectives about the world;
- To appreciate the value of deep content knowledge and of learning from academic professors as well as from local residents as a means to understand how to synthesize historical, cultural and current events with what they teach;
- To increase their Chinese language ability in order to refine their understanding of the link between language and culture;
- To learn about the vast array of resources available to increase their learning and teaching about China;
- To develop a lesson plan that can be included in an online resource library of lesson plans that is available to all teachers.

An experienced team will lead this Summer Institute and serve as core faculty. The Faculty Director is Dr. Li Liu, Lecturer at UC Berkeley in East Asian Languages and Culture; Program Director is Karen Leong Clancy, Education Consultant for the Committee of 100; and Dr. Nancy Sato serves as the Program Evaluator.

## **Participant Selection**

Middle school and high school teachers from California will be invited to apply for this Summer Institute and will undergo a carefully planned selection process which includes:

1. Application form with name and contact information
2. Letter of recommendation from applicant's principal
3. A sample lesson about China or that could be adapted to teach about China, from the applicant's teaching repertoire
4. Answers to the following short essay questions:
  - How will this Summer Institute assist you in your teaching?
  - How will your students benefit from having you participate in this Institute?
  - How can this experience be related to what you do?
  - What do you expect to gain from this experience?
  - Describe the lesson/project you will implement based on this experience?
  - How will you share this experience with colleagues at your school or beyond?

From the paper application, the top candidates will be interviewed (either in person or by phone) and selections will be made based on the strength of their applications and interviews. This program benefits from having a diverse learning community so that participants learn not only from the planned Institute curriculum but also from each other. The project will provide equal access and treatment for eligible project participants without regard to race, color, national origin, gender, age, or handicapping condition.

## **Pre-departure Activities**

Orientation – Orientation materials will be sent to each successful applicant to review the various

program requirements, to clarify important administrative and scheduling details, to prepare them for Chinese language learning, and to set the stage for their study abroad experience. As a follow-up to the orientation materials, a webinar/group meeting will be conducted to further explain the program goals and answer initial questions.

*Week One: Summer Institute—In-depth Content Learning and Primary Source Exploration*

Activities take place at the San Mateo County Office of Education in Redwood City, California with one day at the San Francisco Asian Art Museum and one day at UC Berkeley. In addition to the special guest speakers and content sessions, each day teachers participate in Chinese language lessons and in activities that develop lesson planning skills and research skills. Daily written evaluations also give program leaders feedback for resolving issues in a timely manner and for tailoring the institute to meet teachers' needs, making their experience more effective and meaningful. (See Narrative Attachment Form IV)

Day One: Ancient China

Dr. Al Dien, professor emeritus from Stanford University, will lecture on the Silk Road, its location and significance to the development of China for trade, economy and communications. Program Directors from the Stanford Program for International and Cultural Education (SPICE) will present sample materials for classroom use on China. Dr. Greg Rohlf, Assistant Professor of History and International Studies from the University of Pacific will lecture on early Chinese civilization, including the Axial Age and a discussion of the Chinese view of their own past; tensions in Chinese history; unification; and globalization. The day will end with a lesson on using technology to integrate their China experience into the curriculum, introducing teachers to a one-minute video project that each participant will produce during their trip to China.

## Day Two: Chinese Music, Curriculum Planning

After spending time exploring resources in the Computer Lab, teachers will work in small groups to prepare a lesson from the textbook, The Enduring Legacy of Ancient China. To begin building teacher learning community and skill-building in curriculum refinement, teachers will present the sample lesson to the class and receive group feedback. Wang Fei, founder and director of the North American Guqin Association will present a lesson on Chinese instruments and music along with a performance on the guqin. Ralston Middle School teachers, Gary Means and Steve Pomeroy will present their collaborative animation work, “The Beautiful Yangtze” which resulted from their participation in the 2007 San Mateo County Summer Institute. This work was featured on the public radio program, “The California Report” (<http://www.californiareport.org/archive/R902271630/c>) and won the 2009 Multimedia Division Grand Prize at the California Multimedia Festival.

## Day Three – UC Berkeley

This day begins at the Institute of East Asian Studies on the UC Berkeley campus. Dr. Li Liu, will speak on the evolution of Chinese language, both written and spoken. Teachers will learn the major principles of how Chinese characters were created, such as pictographs (xiangxing), self-explanatory (zhishi), associative compounds (huiyi), and the pictophonetic (xingsheng). Through learning how the ancient Chinese characters were created, teachers will more deeply understand the ancient Chinese culture and philosophy contained in them. Moreover, the foundation knowledge of the ancient Chinese writing system will prove useful throughout the trip when viewing ancient artifacts containing the carvings of ancient characters.

As we move from ancient China to modern times, Dr. Tom Gold, Associate Professor of Sociology at UC Berkeley, will lecture on modern China, the nature of guanxi, and U.S.-China relations. Lunch will be a traditional Chinese meal, served in a similar style to what participants will experience while in China. The rest of the day is spent at the C.V. Starr East Asian Library with curator, Deborah Rudolph. Dr. Rudolph will share items from their rare book collection, including ancient oracle bones from the Shang Dynasty and 19<sup>th</sup> century rubbings from Zhou Dynasty bronzes.

#### Day Four – The Asian Art Museum of San Francisco

The Asian Art Museum of San Francisco is one of the largest museums in the Western world devoted exclusively to Asian Art, with a collection of over 17,000 artworks spanning 6,000 years of history. Participants will receive an overview from the Education Department to learn about Educator Resources available both online and in hard copy. A tour of the China-related exhibits will be conducted by museum docents. Professor Reagan Louie, Department Chair of the San Francisco Art Institute, will lecture on modern China and changes observed through the camera's eye. He brings thirty years of photographs taken in China that show the transformation of the cities and buildings. Grant Din, Program Director, at Angel Island Immigration Station Foundation will show the video, "Discovering Angel Island."

(<http://www.kqed.org/w/pacificlink/history/angelisland/video/>) as a means to connect Asia and the United States through immigration history and to talk about the education resources available from the Foundation. Participants end the day exploring the museum on their own.

#### Day Five – Modern China, Language, Preview of Wuhan Study Tour

Maxine Einhorn, Project Supervisor of the Education Network at KQED, will present “China from the Inside,” (<http://www.pbs.org/kqed/chinainside/>) to show modern China. Jack Xie, Executive Director of the Confucius Institute at San Francisco State University will discuss language initiatives sponsored by the Hanban. Mr. Xie, a graduate of Huazhong Normal University, will also introduce the group to the University and Wuhan as a preview of the study tour portion of their travels to Wuhan.

### **Travel – Field Study in China (June 25 – July 22, 2011)**

The assignments have been carefully planned to scaffold teacher learning and to support three primary goals of this project: 1) enabling teachers to access cultural learning through various learning modalities; 2) to improve their research skills through different recording techniques; and 3) to build teacher learning community and lesson planning skills around improved curriculum content related to China. One of the most difficult aspects of retaining the daily learning experiences while traveling in an unfamiliar culture is how to keep a record of the variety and richness of information and experiences. Each participant will learn systematic techniques for recording information and for keeping their own personal journal (travel diary). Additionally, each person contributes a daily chronicle that is compiled as a group diary, which forms a richly textured record of the trip due to the varied recollections resulting from diverse individual perspectives. Shared photos and one-minute video blogs add to the multi-media array of recording their travels to support their curriculum development after their return to the United States.

#### **Assignments:**

- 1) Daily Chronicle: each participant is assigned a day when he/she is responsible for

recording all of the activities of the day and producing a write-up that captures their overall impressions and observations. The Chronicles are then assembled into one document that is distributed to the entire group. Here is an example of a Daily Chronicle from 2009: “Xian’s streets are wide and straight, and although the traffic was heavy, it had its own rules that worked—cars and taxis and buses merging into a fairly smooth flow with only occasional horn honking. The skyline is filled with cranes and high rises under construction as the old city is torn down to be built anew.”

2) Travel diary: The purpose of the travel diary is to record facts, reflections, questions, lists of resources, research ideas, artifact collection, photo logs, and to brainstorm ideas that can be used for lesson plan development. Each participant is given a diary to record information during lectures, tours, and other interviews as well as their daily reflections. In order to make sense of the immense amount of new information and to structure their travel experiences, this kind of daily log is essential for the kind of information retrieval necessary when refining their lesson plans after the trip.

3) Video: each participant will receive instruction about photo and video film documentation to be able to record experiences in a systematic fashion. Distilling these multimedia records into a one-minute project creates another avenue for accessing cultural learning and integrating China trip experiences into the curriculum.

4) Group presentations: Formal and informal means to develop teacher learning community will be promoted throughout the field study period. Participants may meet in common interest groups based on subject matter and/or specific curriculum. Further, participants will meet in “coaching” subgroups to discuss their lesson plan progress, present their work in these small groups, and then report out to the larger group. Mid-way through the travel portion,

participants will present their demonstration lesson, receive group feedback, and then refine their final lesson plan for submission at the end of the session.

### **Travel Segment: June 25 – July 22**

The study tour portion of the Summer Institute is divided into 5 travel segments, each presenting a former or current capital city area, and each with its own historic and cultural reputation that features aspects teachers can incorporate into their curriculum to enhance their teaching of the content standards. By experiencing first-hand the locations that were considered central at different points in Chinese history, teachers will discover how geography contributed to the selection of these hubs for political, economic, and practical reasons.

#### June 25 – July 1: Xi'an – Capital city, Silk Road terminus

The group travels from San Francisco to Xi'an, which was the capital city of the Qin Dynasty (221BC-206BC), ruled by Qin Shi Huang --the first emperor in Chinese history. Guarded by his Terracotta Warriors for more than two thousand years, our study tour begins by touring this famous site which is a prominent part of the state curriculum standards. Xi'an has also been the capital city of later dynasties, such as the Han Dynasty and Tang Dynasty. While in Xi'an, the group will also visit the Banpo Neolithic Village site, the Daming Palace and Huaqing Hot Spring from the Tang Dynasty, the Ancient City Wall, the Shaanxi Provincial Museum, the Great Mosque area, and the Big Goose Pagoda. Each site plays a key role in the historical timeline of China and each offers examples of changes that are exhibited through the language and culture of the period. Teachers will connect what they learned in the Silk Roads

lecture of the first week with what they observe and experience in Xi'an, as the eastern terminus of the Silk Road.

July 1 – 4: Luoyang – Capital city, cradle of Chinese civilization

Luoyang, one of the four ancient capital cities, is considered the cradle Chinese civilization and its center for thirteen dynasties. It was only second to Chang'an (present day Xi'an) in the Tang dynasty. Together, Xi'an and Luoyang comprise a greater capital area that formed a long history as the political, economic, and cultural centers of several dynasties. As such, people speaking different dialects and different languages were attracted to the capital which created a rich and lively environment for diverse language contacts. Prolonged and constant language contacts in this prestigious area resulted in dialects that became more innovative than other dialects in China. In fact the dialects of the Luoyang area became the predecessors of Mandarin.

Luoyang presents a wonderful opportunity for teachers to appreciate the intimate link between language, culture and history. For example, English speakers learning Mandarin usually notice that modern Mandarin words do not have consonant endings that are very common in English and in other languages. However, historically, consonant endings can be clearly found, but they became lost in modern Mandarin due to constant diverse language contacts over a long period of time. Tracing the evolutionary linguistic characteristics of modern Mandarin brings the teachers on a journey going back through time in Chinese history. Gaining firsthand experience with and a broader understanding of these kinds of links between language, culture and history, teachers will be able to integrate Chinese language and history into lessons to enliven their subject matter study.

Luoyang is also the hometown of many scientific inventions of ancient China, such as the seismograph, paper making, printing, and the compass. Teachers will visit several sites that illustrate China's past, including The White Horse Temple, China's first Buddhist temple; The Longmen Grottoes, mostly dated from the Northern Wei Dynasty (493AD) to Tang Dynasty (907AD); Luoyang Ancient Tombs Museum; and Shaolin Temple, the origin for Chinese Zen Buddhism and Chinese martial arts.

July 4 – 13: Wuhan – Huazhong Normal University, academic study from Chinese perspectives

Our host university, Huazhong Normal University (or Central China Normal University - CCNU), is a key normal university directly under the Chinese Ministry of Education. It dates back to 1903 when it was founded as the first college of mission school. The University now offers 53 doctoral programs and 94 master's degree programs. The Summer Institute partnership is with the College of International Culture Exchange which serves as the official host for the Institute's time in China. This 10-day stay forms a core component of the trip where teachers learn about one geographical area in-depth; teachers become acquainted with Chinese professors and students in a variety of contexts and learn diverse perspectives; and teachers have more opportunities to interact with Chinese language, culture, and residents.

The visit begins with a welcome from the University's president, Ma Min. Lectures, field trips, and discussions are designed to complement the content from the first week of the Summer Institute. A full-day visit to the Hubei Provincial Museum provides a rare view of ancient artifacts from the Chu State that date from 770 BC to 476 BC and include the Chime Bells Exhibition and concert. Other field trips include the Guiyuan Temple, the Yellow Crane Tower, the 1911 Revolution Museum, the No. 1 Middle School (which is the top high school in

the province). Before each field trip visit, professors explain the historical significance of the artifacts that will be seen. In preparation for the visit to the high school, the group will have a round table discussion on the education system in China.

Hands-on learning will be stressed in the lectures on calligraphy, on Chinese language and in the daily taiji (tai chi) lessons. Participants will compare calligraphy as an art form with calligraphy as writing for communication; they will hear the nuances of Mandarin as spoken by someone from central China compared with the accents of speakers from Beijing; they will learn how taiji is exercise and martial arts as well as a cultural phenomenon for all age groups.

The University provides student volunteers as translators to accompany the group. This additional exposure to local students gives participants the opportunity to fact-check information, to ask clarification questions, to learn more about China and the Chinese, and to form all-important cross-cultural bonds as they share information about American customs and education. With e-mail communications, many of these students become resources for authenticating information about China once teachers return to the United States.

One common misgiving teachers have expressed in post-trip interviews from previous Summer Institutes is that they did not focus more clearly and narrowly on their lesson plan while traveling in China so that they were more focused in their note-taking, information seeking, and artifact gathering for their teaching. As a mid-point in the China experience, teachers will prepare a draft of their lesson plan to present to the group. Peer feedback will give them an opportunity to check for content accuracy and to inventory supplementary resource materials that are best obtained while in China.

July 13 – 16: Changsha – Capital city, Language diversity and history

From Wuhan, the group will travel to Changsha. Linguistically, people speak Xiang dialect which is a non-Mandarin dialect in this area. Although the teachers may not understand the dialects, they can personally experience China's linguistic diversity by hearing how the language sounds so differently. Besides the language, the city offers another view of the Chinese historical timeline from the Chu culture to Mao Zedong. As the capital city of Hunan province in south-central China, Changsha is now a major port and industrial center. During other times in history, this location was important as a commercial city. The Hunan Provincial Museum has a collection of artifacts from the Mawangdui Han Tombs that date from 206 to 24 BC. Examples of texts from the Han dynasty will also be seen, including early versions of *Dao De Jing*, the main text of Daoism. The group will visit Yuelu Academy, honorably called "Thousand-Year Academy," which is the predecessor of the higher education institute of Hunan established in the Song Dynasty (976AD). Yueyang Tower, called "the palace of Confucian culture also drifted with the metaphysics culture of the Wei and Jin dynasty (220AD-420AD)" will also be visited.

July 16 – 22: Beijing – Capital city, cultural landmarks, university lectures

The final destination is Beijing, the current capital city and it has been the capital city, namely the political, economical, and cultural center of China, since the Yuan Dynasty (1206AD-1368AD). Linguistically the dialect of Dadu (now Beijing) during the Yuan Dynasty was called "Old Mandarin", the direct predecessor of modern Mandarin. In Beijing the group will visit the Great Wall (Ming Dynasty, 1368-1644), the Forbidden City (from Ming to Qing Dynasty), Tiananmen Square, the Summer Palace, and Yuan Ming Yuan (Qing Dynasty), Guo Zi Jian, the Imperial College, and take a city tour that includes the hutongs of old, the labyrinth of ancient alleyway neighborhoods, to the modern skyscrapers and arenas built for the 2008

Olympics. The group will visit Beijing Normal University for lectures at the Institute of Social Development and Public Policy. Participants will learn about modern China and how policy makers are dealing with issues affecting their country. Lectures will also discuss sensitive issues, such as Taiwan, Tibet, and the Cultural Revolution.

### **Post-Seminar Phase**

During the school year, Dr. Sato will conduct final post-trip interviews with each participant for program evaluation and feedback for trip leaders as well as for individual reflection and feedback for participants to reveal the impact of the trip on their own teaching and learning. The program leaders will conduct as many classroom observations as possible to see teachers' lesson plans come alive. Participants will submit examples of student work from their lessons and their one-minute video project. Post-trip reunions and work groups will be organized on an as-needed basis to refine the lesson plans.

## **2. Quality of Key Personnel**

Dr. Li Liu, Karen Leong Clancy and Dr. Nancy Sato are the key personnel for the Summer Institute and will handle the day-to-day operations for the entire five-week program.

Dr. Li Liu will serve as the Faculty Director and bilingual escort for the group. Originally from Beijing, Dr. Liu brings both Chinese language and culture experience to the program. As the academic lead of the program, she will provide the necessary curriculum tie-ins for the field experiences.

Ms. Clancy is the Program Director with experience organizing and implementing Summer Institutes to China since 2007. She will handle the administrative details of the program, coordinating the pre-departure arrangements and working closely with the host country

coordinators and travel arrangers.

Dr. Sato is the Program Evaluator, who has served in this capacity for the Summer Institute since 2007. Her evaluation includes document review (daily written evaluations, daily chronicles, journal entries, lesson plans), survey/questionnaire development and analysis, participant interviews (pre-trip, during, and post-trip), and classroom observations.

Our hosts in China at Huazhong Normal University are President Ma Min, Director Gao Zhuoxian of the International Office and Program Director, Mr. Yang Yuan. The Program Director is responsible for the day-to-day operations. He will consult with President Ma and Director Gao for their recommendations of lecturers on topics that are aligned with the Summer Institute program.

The group will spend some time at Beijing Normal University with Dr. Xiulan Zhang, Professor and Director, Institute of Social Development and Public Policy, Beijing Normal University.

Personnel to direct and assist with the project was selected without reference to gender, sexual preference, marital status, race, nationality, age, or handicap status. Language background is a factor in selection, but this is not tied to either race or nationality.

### **Staff Biographies**

Li Liu, Faculty Director - Li Liu is a Lecturer at the University of California, Berkeley in the Department of East Asian Languages and Cultures. Since 1997, she has taught Mandarin, Chinese Literature in Translation and the Structure of the Chinese Language. Her research interests include historical Chinese phonology, Chinese word formation and Chinese philology. Her projects in Chinese language pedagogy include developing web-based teaching materials for first year students; pinyin exercises; and placement tests for all levels of students. Dr. Liu's

experience teaching Chinese heritage students has resulted in several papers and publications on the topic, "Designing a Content-based Module for First-Year Mandarin Chinese Heritage Students." She has served as a judge and Chair for the Chinese Mandarin Speech Contest, organized annually by CLTAC (Chinese Language Teachers Association of California). She received her B.A. in Chinese language and literature from Beijing Normal University in China and Ph.D. in Chinese linguistics from the University of California, Berkeley.

Karen Leong Clancy, Project Director - Karen Leong Clancy is the Education Consultant to the Committee of 100 and served for 14 years on the Board of Trustees for the Belmont-Redwood Shores School District. She has over 25 years of experience in education both locally and at the state level across grades K-16. She served six years as a Commissioner for the Western Association of Schools and Colleges (WASC) Accreditation Commission which accredits K-12 schools in California, Hawaii and international schools in the Far East. She was a member of the California Commission on Technology and Learning that drafted the Master Plan for K-12 Technology and on the Board of Directors of the California School Boards Association as the Director-at-Large, Asian Pacific Islander. In 2006, she spearheaded the education conference sponsored by the Berkeley China Initiative on Chinese language learning, "Preparing a Global Workforce," at UC Berkeley and in 2007, 2008, and 2009 led the San Mateo County Summer Institute on China that provided a three-week intensive staff development course for middle school and high school teachers. In 2007, she was Interim Program Director to launch the new National Center for K-16 Chinese Language Pedagogy at the University of California, Berkeley. She also works with the California School Boards Association-sponsored Shanghai Principals Exchange that places K-12 principals from Shanghai in host schools throughout California;

participating American principals then travel to Shanghai. She received a B.A. from the University of California, Berkeley in Economics.

Nancy Sato, Program Evaluator - Nancy Sato received her Ph.D. from Stanford School of Education in 1991, specializing in social studies curriculum and instruction, and she received an M.A. in East Asian Studies as well as a Masters degree in Educational Evaluation, all from Stanford University. Her dissertation research involved a three-year stay in Japan, where she completed an in-depth ethnography of fifth- and sixth-grade students, now published as a book, Inside Japanese Classrooms: The Heart of Education (New York, London: Routledge Falmer, 2004). Dr. Sato has worked as an independent educational researcher and program evaluator for many different programs for the past 20 years. While at Stanford, she worked for the Japan Project/SPICE (Stanford Program on International and Cross-Cultural Education) developing curriculum and conducting professional development workshops to improve teaching about Japan in the K-12 setting. Prior to Stanford, Dr. Sato spent seven years as the Multicultural Education Specialist at the Boston Children's Museum and as Director of an After School Program in Boston Chinatown. She has served as the Program Evaluator for the San Mateo County Summer Institute on China since 2007.

### **3. Budget and Cost Effectiveness**

Funding requested is \$85,620 and will cover travel expenses (air travel to and from Beijing using an American carrier; travel between local cities by air, train and chartered bus); maintenance during the trip (calculated within the 50% maintenance amount allowed); honoraria for in-country lecturers; and various forms of educational resources and cultural enrichment (entrance fees to museums and historical sites, cultural performances, etc.). Travel arrangements

will be made by Asia Voyages of San Francisco, California. They have made arrangements for previous Summer Institutes and have provided competitive rates.

Huazhong Normal University will assist with lodging, meals, and transportation costs during our stay in Wuhan. They provide meeting room space for on campus lectures and activities.

The pre-trip workshop costs will be shared by the Committee of 100, UC Berkeley, and the San Mateo County Office of Education. These costs include printed materials, meals, and honoraria for lecturers. Additionally, the Committee of 100 will cover the travel expenses of Dr. Sato to accompany the group and do the program evaluation. In-kind contribution of the contract fee for Karen Leong Clancy to oversee the project from beginning to completion is included.

Offering the breadth of experiences in this proposal while staying within the budget is made possible by the cost sharing of the partners, donations of education materials by some of the speakers, and a nominal participant match of \$500 to defray some costs during the pre-departure orientation, for faculty stipends, and for gifts for our hosts in Wuhan.

Non-federal fund amounts for the project are estimated at \$61,866 with a participant match of \$8500 (\$500 per participant). The total budget for this project is \$147,486.

#### **4. Evaluation Plan**

Because cross-cultural learning and travel abroad with a large group of adults can be a complicated, multi-faceted endeavor, the evaluation will be both formative and summative in nature and will contain both quantitative and qualitative data collection methods in its design.

One major focus of the evaluation will be to deliver formative feedback in a timely manner in order to ensure that the 3 major program components are effectively impacting

teachers: 1) week-long pre-trip Summer Institute, 2) 4-week study tour in China, and 3) post-trip lesson plan refinement and teaching in classrooms.

The Summer Institute collects daily written evaluations of the day's activities and presentations along with preliminary interviews and questionnaires to assess teacher's goals and expectations for the study tour. Lesson planning activities, Chinese language lessons, and a pre-trip China content questionnaire will be assessed to gauge the group's progress throughout the institute and to be used as a baseline comparison for similar measures when teachers return from their trip. Formative feedback will enable trip leaders to familiarize themselves with the curricular and travel needs of each teacher in order to prepare for adequate levels of support and to adjust language learning and program elements to fit individual and group needs. Daily observations, informal interviews, application formal interview, and document review (initial lesson plans, daily evaluation write-ups, application essays, China content questionnaire) are the primary data collection methods for the formative feedback.

During the study tour, the evaluator also conducts daily observations and informal interviews to assist leaders in aligning teacher needs with program offerings to maximize their learning experiences and facilitate curriculum development. Formal interviews are conducted with each participant during the trip to assess increased China content knowledge, research and lesson planning skills, teacher learning community participation and support, resource needs and to provide vital formative feedback to leaders regarding programmatic strengths and weaknesses to enable mid-trip adaptations to continue to tailor the program to the teacher's growth and needs.

All program goals and program areas will be evaluated both quantitatively and qualitatively. Main data collection methods will be daily observations, formal and informal

interviews, pre- and post-trip questionnaires, and document analysis.

Major teacher goals and their measures are listed below:

- 1) increase teaching about China in schools, aligned with standards-based teaching
  - pre-trip questionnaire and interview regarding amount of teaching about China compared with post-trip interview, questionnaire and classroom observations
  - lesson plan review for alignment with standards
  - evaluation review of lesson planning sessions, observations and interviews
  
- 2) improve the breadth, depth and accuracy of content about China in classrooms
  - observations of classroom lessons
  - review of student work, lesson plans, video projects, daily chronicles, journals
  - interviews
  - post-trip questionnaire
  
- 3) make connections between their community and other parts of the world
  - observations of classroom lessons
  - review of student work, lesson plans, video projects, daily chronicles, journals
  - interviews
  - post-trip questionnaire
  
- 4) develop a teacher learning community as support for developing curriculum on China
  - observations during Summer Institute and study tour
  - interviews

- amount of email contact, teacher connections and curriculum planning support during all program components (pre-trip, during trip, post-trip)

- pre- and post- trip questionnaire

5) increase teacher research and lesson planning skills

- evaluations from Summer Institute

- observations and interviews

- lesson plan review

- journal review

6) develop teacher appreciation as global citizens: improve cross-cultural sensitivity and global perspectives

- interviews and observations

- pre- and post-trip questionnaire

- lesson plan review, video and photograph review

7) increase teacher understanding of the link between language and culture.

- interviews and observations

- pre- and post-trip questionnaire

- lesson plan review

- Summer institute evaluations

Quantitative data will be collected primarily as descriptive statistics: collecting the number of students and teachers effected in each school during the following school year, comparing the pre- and post-trip questionnaires (re. content knowledge on China, teacher community, cross-cultural understanding, language and culture link), and quantifying the observations and interviews regarding number of teachers reporting growth in each of the above areas or providing examples of qualitative changes in perspectives effecting the ways China is included in their daily teaching.

In the end, a summative report will outline the findings and provide an overall assessment of the Summer Institute, Study Tour, and post-trip follow-up, especially the classroom lesson demonstrations.

## **5. Adequacy of Resources**

The pre-departure program of the Summer Institute will use classroom space at the San Mateo County Office of Education. The County Office provides audiovisual resources to lecturers for their presentations. The Summer Institute will also draw upon the rich resources of the San Francisco Bay Area to provide the pre-departure orientation and introduction to the ancient history and sites that will be visited while in China. One day will be spent at the Asian Art Museum of San Francisco to view artifacts and learn of resources available for teachers online as well as at the museum.

One day will also be spent at UC Berkeley's Institute of East Asian Studies and the C.V. Starr East Asian Library, whose holdings now number over 900,000 volumes. The Library traces it origins to 1896, with the deposit of the private library of John Fryer, the University's first holder of the Agassiz Chair of Oriental Languages and Literature. The Library possesses some

particularly noteworthy special collections. The collection of Chinese rubbings, which has been augmented by the East Asian Library over the years, is one of the largest and richest collections of its kind outside East Asia. The Library's rare holdings range in subject matter and date from oracle bones of the Shang dynasty (17th–11th century BCE) to political posters of the Cultural Revolution.

The locations that will be visited in China have been selected to show the geographic, political, economic, religious, and social structures of civilizations of China. The provincial museums and cultural sites contain artifacts that illustrate the influences found in China from the earliest time to present.

Huazhong Normal University will host the group in its newly built facilities for international visitors. These facilities include housing, classroom space, and computer labs that will be used for lectures and meetings while on campus. The staff from the International Office will also help with printing and supplies used in the lecture classes.

The Summer Institute will work closely with Asia Voyages and their overseas partners to ensure that transportation arrangements, field trips, and meeting space are supportive of the design of the program.

## **6. Potential Impact of the Project on the Development of the Study of Modern Foreign Languages and Area Studies in American Education.**

In previous years, the outstanding quality of summer institute speakers and field trips, the Chinese language learning, and the China trip as a combined learning experience have had a lasting impact on the teacher participants. Besides increasing the amount of time each teacher

has spent on China in their curriculum, the quality of the lesson plans has improved in depth, in breadth of coverage, and in authenticity due to their travels abroad.

The program's impact on teachers and their teaching is exponentially expanded in several ways. First, they have the actual lesson plans and/or units they developed specifically from the trip and enhanced lessons about China specifically. Second, because of the wide array of topics and exposure to both ancient and modern China, teachers from all grade levels and subject matters have added examples and anecdotes throughout their teaching, as they talk to students during their daily lessons. Third, they are able to make more connections to China even while covering other topics, through additional activities such as language, arts, and/or geography.

Previous Summer Institutes have supported 17-20 teachers each year. Upon return, the teachers are anxious to give their lessons relating to China. On average each teacher has a class size of 30 students and teaches five classes per school year, resulting in 150 students per school year that receive instruction. Each cohort Summer Institute class of teachers reaches over 2500 students per year. In three years, the Summer Institute has reached over 15,000 students.

Additionally, other teachers (and their students) benefit when their colleagues share materials and encourage others to seek similar professional development experiences.

## **7. Relevance to the Institution's Educational Goals and Its Relationship to Its Program Development in Modern Foreign Languages and Area Studies**

Through the Committee of 100's dual missions, we encourage constructive relations between the peoples of the United States and Greater China. The Summer Institute program provides a firsthand perspective of China to American teachers, while bringing the perspective of American education and opinions to the Chinese People. As the Committee of 100 continues on its mission to encourage constructive relations between the peoples of America and Greater

China, there is no demographic more important than America's youth; the next generation of U.S.-China relations. Through the Summer Institute, the Committee of 100 and its partners can significantly increase the opportunity available to students to learn about China's history, culture and language if their teachers receive adequate training.

The Committee of 100 is currently working with Los Angeles Unified School District on the “Mandarin in the Schools” Project to increase the number of language and culture programs available to district students.

This project is aligned with the mission of the San Mateo County Office of Education to provide education services, including staff development, for the area’s school districts. The Summer Institute can serve as a model for other districts to support international education and teaching of history and culture. San Mateo County has seen the number of Mandarin language programs offered by its public schools increase steadily over the last four years.

UC Berkeley’s Institute of East Asian Studies promotes teaching and research on East Asia in all disciplines and professional programs to facilitate deeper understanding of the Asia-Pacific region. As a designated National Resource Center on East Asia, their support of the Summer Institute is in keeping with their purpose to strengthen training in international studies and provide outreach for increasing instruction for full understanding of areas in which a modern foreign language is commonly used (in this case, Mandarin Chinese).

#### **8. The Extent to which Direct Experience Abroad is Necessary to Achieve Project Objectives and the Effectiveness with which Relevant Host Country Resources Will Be Utilized.**

Our proposal for this Summer Institute is based on experience gained from the past three Summer Institutes on China that occurred in 2007, 2008 and 2009. Interviews with teachers, visits to their classrooms, and examples of student work have shown the effectiveness of direct

experience abroad versus reliance on printed materials, media, and other sources which are many times outdated and do not capture the diversity of a country with 1.3 billion people.

Increased ability for teachers to make more powerful connections between their students and the topics covered about China was another marvelous outcome of teachers' travels to China. Because the teachers could talk from their own experiences and because they showed photographs of themselves in historic places or with actual artifacts, teachers gained much credibility, captured the students' attention, and thus, students became much more involved and intrigued with the content. Student interest was magnified knowing that their teacher had traveled to the country, and this intrigue generated many more questions and follow-up research by the students.

Several teachers reported that traveling to China enabled them to connect more with their students with Chinese heritage in two ways. First, they had more topics to be able to connect with these students more, and the teacher's firsthand experience enabled them to dispel some misconceptions and learn more from their Chinese students about their experiences. And secondly, by covering China more in the curriculum, these students had more resources from home and knowledge to share with the class. These personal connections were heartwarming both for the teacher and for the students.

In addition to the changes seen in the curriculum, one teacher described the Summer Institute as a life-changing experience. She had never traveled outside the US so being in another country where she did not speak the language helped her understand the importance of being a much more global person. She had never realized how narrow a view of the world she had held. The Summer Institute and trip completely altered the way she views people in general and her students in particular. She just thinks differently now, and it influences her relationships with all

her students (most of whom are Latino or recently immigrated Asians) because she is now much more understanding of those who speak another language. She has much more empathy for what they are going through as they adjust to a new culture. She has changed from a more authoritarian, punitive sense of discipline to more reflection and understanding in working with kids.

One of the most valuable ways the trip increased the quality and quantity of teaching about China was the opportunity to collect a wide array of teaching resources to bring back to the classroom: most notably, photos, maps, artifacts, and books. Many teachers' classroom walls are now adorned with posters, maps, photos, and postcards related to China. Several displays of Chinese artifacts are evident in their rooms.

In sum, many aspects of a foreign country cannot be fully understood without direct experience, especially a country so complex, diverse, and immense as China. To comprehend the intimate link between language and culture, along with the subtle differences across geography and dialect, actual experiences with professors, students, and local residents are essential. The partnerships developed with the institutions and peoples in the host cities are indispensable to the comprehensive program designed for the teachers in this project.

## **9. Competitive Preference Priority I:**

Participants will receive Mandarin language training throughout the Summer Institute. Language lessons will begin during the pre-departure program for one hour each day. While in China, Dr. Liu will tie the linguistic changes in both the written and spoken language with the locations being visited. In Wuhan, faculty from Huazhong Normal University will continue the formal language training.

## **10. Competitive Preference Priority II:**

This program is designed for single subject classroom teachers at the middle school and high school level. During the pre-travel and in-country periods of the project, instruction will take into account standards for grades 6 – 12. During the post-travel period, participants will be encouraged to give presentations to colleagues at their school sites, within their school districts and at professional conferences.

Each teacher is required to develop a lesson plan during the Summer Institute. They will be given time to meet in small groups to discuss the plans, to find resource materials while in China to support implementation of the lesson plan, and to give a demonstration lesson using the plan. As seen in previous programs, teachers use lesson plans developed in their classrooms and cover topics related to China with new confidence.

The proposed group will include 12 middle school and high school teachers; 5 graduate students currently in a single subject credential program; and three program leaders.

## **11. Competitive Preference Priority III:**

This Summer Institute is a collaboration that brings together resources from several institutions of higher education, including UC Berkeley, Stanford, and the University of the Pacific. During the pre-travel portion, participants will learn how to access resources offered by these institutions during the post-travel school year. ORIAS, the Office of Research on International and Area Studies, at UC Berkeley and SPICE, the Stanford Program for International and Cross-Cultural Education are examples of local programs that help K-12 teachers to internationalize their curriculum.

Notre Dame de Namur University in Belmont is currently developing a single subject

credential program in Mandarin to meet the increased demand in San Mateo County and other Bay Area counties for qualified teachers. The Summer Institute will work with them to include several teacher education students in the program.